



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12541746
SAU: MSAD 60
School: Eric L Knowlton School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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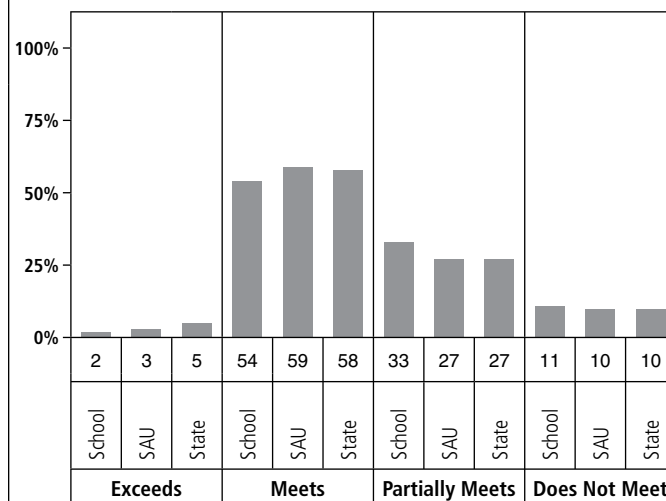
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

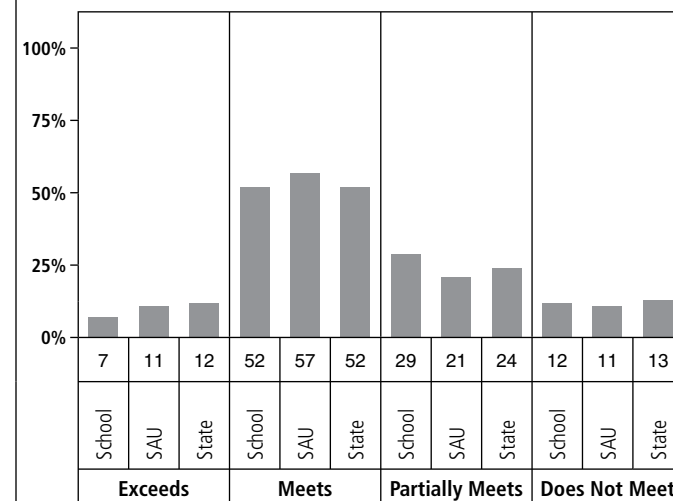
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	544	544	544
2006–2007	543	543	544
2007–2008	543	544	545
Cum. Avg.*	543	544	544
Mathematics			
2005–2006	548	548	543
2006–2007	546	547	546
2007–2008	545	547	546
Cum. Avg.*	546	547	545
ELA – Writing			
2005–2006			
2006–2007	541	541	541
2007–2008	536	538	538
Cum. Avg.*			

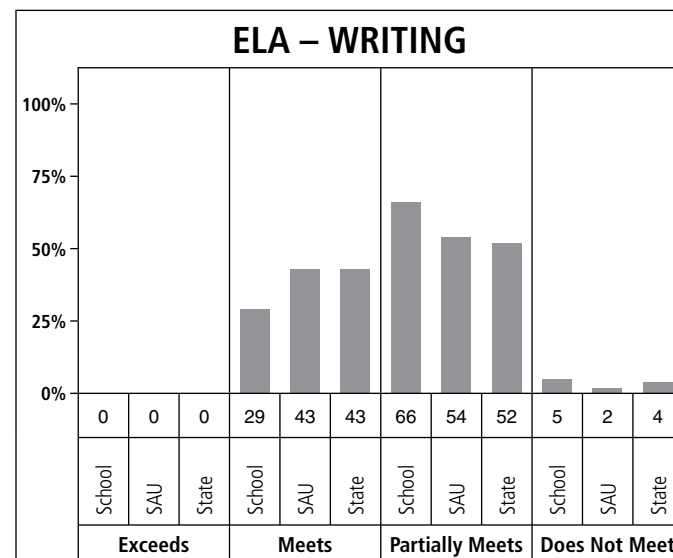
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	83	100	224	100	14240	100	82	99	222	99	14157	100	83	100	223	100	14156	100					83	100
Ethnicity African American/Black	1	1	3	1	404	3	1	100	2	67	396	98	1	100	2	67	398	99					1	100
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	3	4	4	2	201	1	3	100	4	100	199	99	3	100	4	100	199	99					3	100
Hispanic	2	2	2	1	178	1	1	50	1	50	170	97	2	100	2	100	174	99					2	100
Caucasian/White	77	93	215	96	13339	94	77	100	215	100	13274	100	77	100	215	100	13267	100					77	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	10	12	31	14	2555	18	10	100	30	97	2528	99	10	100	30	97	2526	99					10	100
Current LEP	1	1	1	0	337	2	0	0	0	0	328	97	1	100	1	100	334	99					1	100
Economically disadvantaged	31	37	80	36	5574	39	30	97	79	99	5528	99	31	100	80	100	5531	99					31	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	72	87	172	77	11042	78	73	88	173	77	11006	77					73	88
Identified disability (PET/IEP)	2	3	3	2	396	4	2	3	3	2	404	4					3	4
LEP	0	0	0	0	144	1	1	1	1	1	141	1					1	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1					0	0
Participation with accommodations	10	12	50	22	2974	21	10	12	50	22	3014	21					10	12
Identified disability (PET/IEP)	8	80	27	54	1996	67	8	80	27	54	1986	66					7	70
LEP	0	0	0	0	175	6	0	0	0	0	189	6					0	0
504 plan	0	0	0	0	76	3	0	0	0	0	77	3					0	0
Other	2	20	23	46	766	26	2	20	23	46	801	27					3	30
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1					0	0
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100					0	0
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0					0	0
Non-participation – other	1	1	2	1	64	0	0	0	1	0	61	0					0	0

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	6	6	10	4	721	5
	2006-2007	3	3	9	4	702	5
	2007-2008	2	2	6	3	659	5
	Cum. Total*	11	4	25	4	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	58	56	135	55	7571	53
	2006-2007	53	56	125	54	7730	55
	2007-2008	44	54	132	59	8195	58
	Cum. Total*	155	55	392	56	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	27	26	73	30	4343	30
	2006-2007	28	29	65	28	4182	30
	2007-2008	27	33	61	27	3800	27
	Cum. Total*	82	29	199	29	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	13	13	28	11	1628	11
	2006-2007	11	12	31	13	1419	10
	2007-2008	9	11	23	10	1362	10
	Cum. Total*	33	12	82	12	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	27.8	57.9	28.6	59.6	29.2	60.8
Literary Text	24	50	14.5	60.4	14.8	61.7	15.0	62.5
Informational Text	24	50	13.3	55.4	13.8	57.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 60
 School: Eric L Knowlton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	82	2	2	44	54	27	33	9	11	543	222	3	59	27	10	544	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	3										4						197	5	64	23	8	546
Hispanic	1										1						167	2	47	37	14	542
Caucasian/White	77	2	3	41	53	25	32	9	12	543	215	3	59	27	11	544	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	2	20	6	60	533	30	0	27	23	50	533	2392	0	26	42	31	536
No	72	2	3	42	58	25	35	3	4	544	192	3	65	28	4	545	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	82	2	2	44	54	27	33	9	11	543	222	3	59	27	10	544	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	30	0	0	17	57	9	30	4	13	542	79	0	52	32	16	540	5454	2	48	35	15	541
No	52	2	4	27	52	18	35	5	10	544	143	4	64	25	7	546	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	82	2	2	44	54	27	33	9	11	543	222	3	59	27	10	544	14011	5	58	27	10	545
Gender																						
Female	39	1	3	21	54	15	38	2	5	544	101	4	62	28	6	545	6766	7	62	24	8	546
Male	43	1	2	23	53	12	28	7	16	542	121	2	57	27	14	543	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										30	0	50	30	20	541	1751	1	35	44	21	538
No	82	2	2	44	54	27	33	9	11	543	192	3	61	27	9	544	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	82	2	2	44	54	27	33	9	11	543	222	3	59	27	10	544	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	67	1	33	0	0	542	3	0	50	50	0	540	5	2	42	34	22	540
B. less than one hour	70	2	4	31	54	18	32	6	11	543	77	4	61	26	10	544	66	5	60	27	9	545
C. one to two hours	23	0	0	11	58	7	37	1	5	543	18	0	62	31	8	543	26	5	61	26	8	546
D. more than two hours	4	0	0	0	0	1	33	2	67	533	3	0	17	33	50	534	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	20	1	6	11	69	3	19	1	6	547	21	2	62	23	13	544	31	7	63	23	7	547
B. They match some of what I have learned.	63	1	2	26	50	19	37	6	12	542	66	3	58	30	9	544	55	4	61	27	8	545
C. They match just a little of what I have learned.	11	0	0	3	33	4	44	2	22	540	9	0	62	24	14	543	11	2	42	37	19	540
D. There is no match.	6	0	0	4	80	1	20	0	0	545	3	0	71	14	14	541	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	20	0	0	14	88	2	13	0	0	547	23	2	77	19	2	548	30	10	68	16	6	549
B. good	49	2	5	23	58	13	33	2	5	545	52	4	62	26	8	545	53	3	59	29	9	544
C. fair	29	0	0	6	25	11	46	7	29	537	23	0	37	38	25	538	15	1	41	40	18	539
D. poor	2	0	0	1	50	1	50	0	0	539	1	0	50	50	0	539	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	19	0	0	6	40	3	20	6	40	537	18	0	53	20	28	539	17	3	45	32	19	541
B. about the same as my regular schoolwork	70	2	4	32	57	19	34	3	5	545	69	3	62	28	6	545	67	5	62	26	7	546
C. easier than my regular schoolwork	11	0	0	4	44	5	56	0	0	541	13	3	52	34	10	542	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	20	1	6	3	19	9	56	3	19	539	14	3	42	39	16	541	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	56	1	2	29	64	12	27	3	7	544	61	1	66	22	11	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	24	0	0	10	53	6	32	3	16	542	25	7	51	36	5	545	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	22	0	0	12	67	5	28	1	6	544	17	3	66	24	8	545	18	8	64	20	8	547
B. 20 minutes to an hour	46	2	5	20	53	14	37	2	5	545	54	4	60	28	8	545	56	5	62	25	7	546
C. less than 20 minutes	17	0	0	7	50	5	36	2	14	541	14	0	55	32	13	541	12	2	50	32	15	542
D. I rarely read at home.	15	0	0	5	42	3	25	4	33	538	15	0	55	24	21	540	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	25	0	0	9	45	7	35	4	20	540	20	0	48	36	17	541	26	3	51	32	14	542
B. six to ten pages	28	1	5	9	41	9	41	3	14	542	31	2	54	32	12	543	28	3	59	28	9	544
C. eleven or more pages	48	1	3	24	63	11	29	2	5	545	50	5	67	23	6	546	47	7	63	23	7	546
Optional school/SAU question																						
A.	50	0	0	1	50	1	50	0	0	540	43	0	33	17	50	530						
B.	50	0	0	0	0	0	0	2	100	530	29	0	50	0	50	541						
C.	0										21	33	0	67	0	549						
D.	0										7	0	100	0	0	542						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	17	16	33	13	1415	10
	2006-2007	17	18	32	14	1711	12
	2007-2008	6	7	24	11	1617	12
	Cum. Total*	40	14	89	13	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	60	57	146	59	6503	45
	2006-2007	46	48	121	53	6778	48
	2007-2008	43	52	128	57	7284	52
	Cum. Total*	149	52	395	56	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	16	15	42	17	3945	28
	2006-2007	21	22	57	25	3884	28
	2007-2008	24	29	46	21	3341	24
	Cum. Total*	61	21	145	21	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	13	12	27	11	2434	17
	2006-2007	11	12	20	9	1683	12
	2007-2008	10	12	25	11	1778	13
	Cum. Total*	34	12	72	10	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	9.5	63.3	9.0	60.0
Cluster 2: Shape and Size	14	29	7.0	50.0	7.3	52.1	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.2	44.0	2.5	50.0	2.2	44.0
Cluster 4: Patterns	14	29	8.3	59.3	8.6	61.4	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 60
 School: Eric L Knowlton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	83	6	7	43	52	24	29	10	12	545	223	11	57	21	11	547	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	3										4						198	16	59	15	11	549
Hispanic	2										2						173	5	45	30	20	541
Caucasian/White	77	5	6	41	53	23	30	8	10	545	215	11	58	21	11	547	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	2	20	7	70	527	30	3	17	20	60	530	2390	2	29	34	35	534
No	73	6	8	42	58	22	30	3	4	547	193	12	64	21	4	550	11630	13	57	22	8	548
Current LEP																						
Yes	1										1						330	4	36	27	33	536
No	82	6	7	43	52	24	29	9	11	545	222	11	58	21	11	547	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	31	0	0	18	58	8	26	5	16	543	80	1	53	28	19	542	5461	5	46	30	19	541
No	52	6	12	25	48	16	31	5	10	546	143	16	60	17	7	550	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	83	6	7	43	52	24	29	10	12	545	223	11	57	21	11	547	14015	12	52	24	13	546
Gender																						
Female	39	0	0	23	59	12	31	4	10	543	101	7	61	19	13	547	6767	11	51	24	13	546
Male	44	6	14	20	45	12	27	6	14	546	122	14	54	22	10	547	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										30	0	60	27	13	542	1755	1	37	39	23	538
No	83	6	7	43	52	24	29	10	12	545	193	12	57	20	11	548	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	83	6	7	43	52	24	29	10	12	545	223	11	57	21	11	547	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	67	1	33	0	0	547	3	0	33	33	33	535	5	6	39	29	25	539
B. less than one hour	70	4	7	28	48	18	31	8	14	544	77	12	58	21	10	547	66	12	52	24	12	546
C. one to two hours	23	2	11	12	63	4	21	1	5	549	17	10	67	15	8	549	26	12	55	23	11	547
D. more than two hours	4	0	0	1	33	1	33	1	33	537	3	0	17	33	50	533	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	4	15	13	48	6	22	4	15	547	40	9	66	17	8	549	38	16	56	19	8	549
B. They match some of what I have learned.	55	2	4	25	54	15	33	4	9	545	50	13	56	22	10	547	48	9	53	26	12	545
C. They match just a little of what I have learned.	11	0	0	5	56	2	22	2	22	540	7	13	44	25	19	545	10	6	37	32	24	539
D. There is no match.	1	0	0	0	0	1	100	0	0	540	3	0	0	43	57	527	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	18	5	33	9	60	0	0	1	7	556	26	31	59	7	3	556	31	24	54	14	8	552
B. good	45	1	3	22	59	10	27	4	11	544	43	6	65	18	11	547	47	8	55	25	12	545
C. fair	29	0	0	9	38	11	46	4	17	541	26	0	48	36	16	541	19	2	43	35	20	539
D. poor	8	0	0	3	43	3	43	1	14	538	5	0	36	36	27	533	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	0	0	6	46	4	31	3	23	539	14	0	55	26	19	540	18	5	42	30	22	540
B. about the same as my regular schoolwork	65	3	6	27	51	17	32	6	11	545	68	12	56	22	11	548	66	11	55	23	11	547
C. easier than my regular schoolwork	20	3	19	9	56	3	19	1	6	549	18	15	64	13	8	550	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	24	1	5	11	55	7	35	1	5	546	27	12	57	23	8	547	21	10	48	26	16	544
B. two or three days a week	39	1	3	19	59	8	25	4	13	545	44	11	62	18	9	548	36	13	54	23	10	547
C. two or three times each month	24	2	10	9	45	6	30	3	15	543	20	9	61	18	11	547	27	12	54	23	11	547
D. never or almost never	13	2	18	4	36	3	27	2	18	546	9	10	30	30	30	540	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	2	29	5	71	0	0	541	7	7	27	53	13	542	7	12	44	25	19	543
B. two or three days a week	41	4	12	17	50	8	24	5	15	546	46	13	62	16	10	549	30	13	53	23	11	547
C. two or three times each month	33	1	4	15	56	8	30	3	11	545	33	8	62	19	11	547	34	12	54	23	10	547
D. never or almost never	17	1	7	9	64	3	21	1	7	547	14	13	50	25	13	546	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	1	25	1	25	2	50	532	4	20	20	20	40	540	7	7	40	25	28	539
B. 30–45 minutes	36	0	0	17	57	12	40	1	3	545	41	4	62	25	9	546	31	7	49	29	15	543
C. 45–60 minutes	42	3	9	19	54	8	23	5	14	545	43	12	60	19	9	548	40	12	55	23	10	547
D. more than 60 minutes	17	3	21	6	43	3	21	2	14	548	11	24	48	12	16	549	23	18	54	19	9	549
Optional school/SAU question																						
A.	50	0	0	2	100	0	0	0	0	550	43	0	67	17	17	543						
B.	50	0	0	0	0	0	0	2	100	517	29	0	50	0	50	536						
C.	0										21	33	0	0	67	539						
D.	0										7	0	0	100	0	538						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	0 0	0 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	54 24	57 29	128 97	56 43	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	37 55	39 66	98 121	43 54	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	4 4	4 5	4 5	2 2	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.1	50.5	10.8	54.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.4	45.0	5.7	47.5	5.6	46.7
Standard English Conventions (Standard F)	8	40	4.7	58.8	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	83	0	0	24	29	55	66	4	5	536	223	0	43	54	2	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	3										4						196	2	55	42	2	541
Hispanic	2										2						170	0	29	62	9	535
Caucasian/White	77	0	0	23	30	51	66	3	4	536	215	0	44	54	2	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	0	0	8	80	2	20	524	30	0	7	83	10	530	2372	0	12	72	16	529
No	73	0	0	24	33	47	64	2	3	537	193	0	49	50	1	539	11600	0	50	48	1	539
Current LEP																						
Yes	1										1						319	0	30	58	12	533
No	82	0	0	24	29	54	66	4	5	536	222	0	44	54	2	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	31	0	0	8	26	19	61	4	13	534	80	0	33	63	5	535	5435	0	32	61	7	535
No	52	0	0	16	31	36	69	0	0	537	143	0	50	50	1	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	83	0	0	24	29	55	66	4	5	536	223	0	43	54	2	538	13967	0	43	52	4	538
Gender																						
Female	39	0	0	11	28	28	72	0	0	537	101	0	52	48	0	539	6750	1	55	43	2	540
Male	44	0	0	13	30	27	61	4	9	535	122	0	36	60	4	537	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										30	0	33	67	0	536	1745	0	26	69	5	534
No	83	0	0	24	29	55	66	4	5	536	193	0	45	52	3	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	83	0	0	24	29	55	66	4	5	536	223	0	43	54	2	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 60
 School: Eric L Knowlton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	33	1	33	1	33	536	3	0	17	50	33	530	5	0	29	57	14	533
B. less than one hour	70	0	0	20	34	36	62	2	3	536	77	0	48	51	1	539	66	0	44	52	3	538
C. one to two hours	23	0	0	3	16	16	84	0	0	536	17	0	31	69	0	537	26	0	45	52	3	538
D. more than two hours	4	0	0	0	0	2	67	1	33	522	3	0	17	67	17	530	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	10	0	0	2	25	6	75	0	0	538	17	0	54	46	0	541	25	1	54	42	3	540
B. good	40	0	0	16	48	17	52	0	0	539	48	0	53	47	0	540	50	0	46	51	3	538
C. fair	45	0	0	6	16	28	76	3	8	533	30	0	27	69	4	535	22	0	29	65	6	535
D. poor	6	0	0	0	0	4	80	1	20	530	4	0	10	70	20	530	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	22	0	0	3	17	13	72	2	11	533	15	0	30	61	9	535	14	0	33	56	10	535
B. about that same as my regular schoolwork	55	0	0	15	33	29	63	2	4	536	63	0	46	53	1	538	65	0	45	52	3	538
C. easier than my regular schoolwork	23	0	0	6	32	13	68	0	0	538	22	0	46	54	0	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	50	0	0	1	50	1	50	0	0	542	43	0	33	67	0	537						
B.	50	0	0	0	0	2	100	0	0	527	29	0	50	50	0	537						
C.	0										21	0	33	67	0	539						
D.	0										7	0	100	0	0	546						